

WESTMINSTER MIDDLE

501 Westminster Hwy.
Westminster, SC 29693

GRADES 6-8 Middle School

ENROLLMENT 476 Students

PRINCIPAL Paul Ricciardi 864-647-3050

SUPERINTENDENT Dr. Valerie Truesdale 864-638-4000

BOARD CHAIR Harry B. Mays, Jr. 864-972-2136

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	8	24	15	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Good	N/A
2003	Average	Below Average	No
2004	Average	Below Average	No

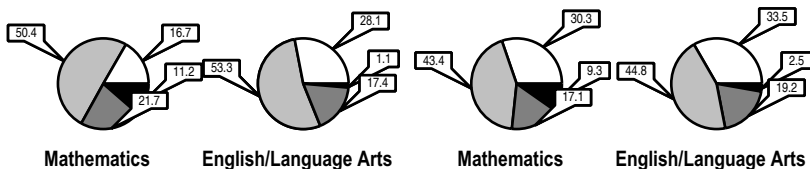
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

94.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	468	99.6	27.8	53.6	17.5	1.1	26.5	Yes	Yes
Gender									
Male	262	99.6	32.8	54.3	12.6	0.4	21.5		
Female	206	99.5	21.6	52.8	23.6	2.0	32.7		
Racial/Ethnic Group									
White	420	99.5	26.1	54.6	18.0	1.3	27.1	Yes	Yes
African-American	38	100.0	51.4	37.8	10.8	0.0	16.2	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	359	99.7	26.8	53.0	18.7	1.4	29.7		
Disabled	109	99.1	31.3	55.6	13.1	0.0	15.2	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	468	99.6	27.8	53.6	17.5	1.1	26.5		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	467	99.6	27.9	53.5	17.5	1.1	26.5		
Socio-Economic Status									
Subsidized meals	271	99.6	29.6	57.7	12.3	0.4	19.2	Yes	Yes
Full-pay meals	195	99.5	25.3	47.8	24.7	2.2	36.6		

Mathematics - State Performance Objective = 15.5%									
All Students	468	99.6	16.4	50.7	21.7	11.2	48.2	Yes	Yes
Gender									
Male	262	99.6	19.0	46.2	24.3	10.5	48.6		
Female	206	99.5	13.1	56.3	18.6	12.1	47.7		
Racial/Ethnic Group									
White	420	99.5	14.8	50.6	23.3	11.3	50.6	Yes	Yes
African American	38	100.0	37.8	48.6	5.4	8.1	13.5	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	359	99.7	14.1	47.8	23.9	14.1	54.8		
Disabled	109	99.1	24.2	60.6	14.1	1.0	25.3	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	468	99.6	16.4	50.7	21.7	11.2	48.2		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	467	99.6	16.4	50.6	21.8	11.2	48.1		
Socio-Economic Status									
Subsidized meals	271	99.6	18.8	55.0	19.6	6.5	40.8	Yes	Yes
Full-pay meals	195	99.5	12.9	44.6	24.7	17.7	58.6		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	155	100.0	34.5	38.6	24.8	2.1	26.9
	Grade 7	147	99.3	35.0	53.3	10.9	0.7	11.7
	Grade 8	151	99.3	32.1	44.5	19.7	3.6	23.4
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	178	100.0	33.5	50.6	14.8	1.1	15.9
	Grade 7	150	100.0	25.7	56.1	17.6	0.7	18.2
	Grade 8	140	98.6	26.0	61.8	10.7	1.5	12.2

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	155	100.0	24.1	35.9	23.4	16.6	40.0
	Grade 7	147	100.0	18.8	41.3	26.8	13.0	39.9
	Grade 8	151	99.3	28.5	48.9	16.8	5.8	22.6
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	178	100.0	19.9	47.7	22.2	10.2	32.4
	Grade 7	150	100.0	11.5	49.3	20.9	18.2	39.2
	Grade 8	140	98.6	20.6	62.6	13.0	3.8	16.8

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 476)				
Students enrolled in high school credit courses (grades 7 & 8)	3.1%	Down from 3.5%	12.5%	14.6%
Retention rate	5.1%	Up from 3.4%	3.3%	3.0%
Attendance rate	96.0%	Down from 96.3%	95.4%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	17.6%		6.9%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	16.5%		7.0%	5.3%
Eligible for gifted and talented	12.0%	Down from 16.6%	14.5%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	22.9%	Up from 22.8%	15.3%	13.9%
Older than usual for grade	3.8%	Down from 3.9%	4.8%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.5%	Up from 0.7%	0.9%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 32)				
Teachers with advanced degrees	43.8%	Down from 45.2%	46.2%	48.7%
Continuing contract teachers	87.5%	Up from 80.6%	84.4%	81.7%
Highly qualified teachers**	92.0%	N/A	92.9%	90.4%
Teachers with emergency or provisional certificates	0.0%		3.6%	5.3%
Teachers returning from previous year	89.7%	Up from 87.6%	85.3%	85.1%
Teacher attendance rate	95.4%	Up from 92.4%	94.9%	94.8%
Average teacher salary	\$40,130	Down 0.1%	\$39,714	\$40,566
Prof. development days/teacher	9.9 days	Down from 13.8 days	11.7 days	11.0 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	3.3
Student-teacher ratio in core subjects	N/R	N/R	20.0 to 1	21.3 to 1
Prime instructional time	91.2%	Up from 88.3%	88.9%	89.3%
Dollars spent per pupil*	\$6,481	Up 2.5%	\$5,696	\$5,821
Percent of expenditures for teacher salaries*	62.7%	Up from 54.4%	60.8%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	92.8%	Down from 99.0%	94.5%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Average	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	91.0%		92.0%	
Highly qualified teachers in high poverty schools**	N/A		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Westminster Middle is committed to providing diverse learning experiences that teach critical and creative thinking, so that our students will become productive, competent, and responsible lifelong learners. To this end, our students are afforded the opportunity to experience the highest levels of course work available. In addition, our students are required to take two Exploratory classes each day, as we also feel it is critical that students participate in a variety of fine arts programs and extracurricular activities such as Band, Art, Chorus, Strings, PE, Project Lead the Way, Computer Science, Girl's and Boy's Basketball, Cheerleading, Football, and athletics at the high school level.

As we look back on the year, we are very proud of our many accomplishments and have a clear understanding of the areas in need of attention for the upcoming year. A major focus of our school improvement plan is to involve parents. We continued to host a parent's night at the end of each nine-week grading period, an Awards Day Picnic to include parents, and as our report card indicates by the number of parent conferences, we were successful in involving parents in their child's education.

Our faculty and staff voted at the end of the year to embrace a new school-wide discipline process for the 2004-2005 school year called Positive Behavior Support. It is a pro-active approach that research has shown decreases discipline referrals and at the same time, increases student achievement. As the name implies, our school will be focusing on the positive behaviors of students rather than the negative. The new principal will take a team of teachers and parents this summer for training. In addition, the entire school, to include custodial, cafeteria, clerical, aids, and teachers will receive intensive training when they return to school in August.

We will be going back to a modified block schedule permitting all students to spend an additional 45 minutes in both Math and English/language arts each day. WMS will also be extending the school day from 7:45 till 3:10. A comprehensive remediation program was continued in both math and English/language arts using Accelerated Math (AM) and Terrific Six. In addition, we provided a skills period each day to improve skills of students for PACT.

Our school also raised \$2183.00 for the St. Jude's Children's Hospital and two of our students were selected at the state level for their exemplary art work. We appreciate the support of the community and our diligent PTA/School Improvement Committee in assisting us in the activities of the school and achievement of our goals.

R. Steven Willis, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	32	126	118
Percent satisfied with learning environment	25.8%	62.7%	64.4%
Percent satisfied with social and physical environment	18.8%	62.4%	56.5%
Percent satisfied with home-school relations	29.0%	73.6%	43.5%

*Only students at the highest middle school grade level at this school and their parents were included.